



Edward Harris, Jr. Middle School

Local Control Accountability Plan (LCAP) 2025-2026

Principal: Nicholas Freathy

County-District-School (CDS) Code: 34673140105924

**Elk Grove Unified School District
Elk Grove, California**

*Meets E.C. 64001 Requirements for a Single Plan for Student Achievement

IV. Goals, Action Plans and Progress Monitoring

Edward Harris, Jr. Middle School | Focused Work: 2025-2026

Goal Setting (Lcapid: 748) | goalsComplete: 0

State Priorities

Conditions of Learning:

- Priority 1 - Compliance with Williams criteria - instructional materials, teacher assignments and credentials, facilities
- Priority 2 - Implementation of SBE adopted academic content standards, including programs and services for ELs to access the Common Core and ELD standards
- Priority 7 - Access, including for subgroups, to a broad course of study

Pupil Outcomes:

- Priority 4 - Pupil Achievement - statewide assessments, API, completion of A-G requirements, CTE sequences and AP courses, EL progress toward proficiency, college preparation (EAP)
- Priority 8 - Pupil outcomes in specified subject areas

Engagement:

- Priority 3 - Parental involvement
- Priority 5 - Pupil engagement - attendance, dropout and graduation rates
- Priority 6 - School climate - suspension and expulsion rates, etc.

Strategic Goals

Goal 1: High-Quality Curriculum, Instruction & Assessment

- All students will receive high-quality classroom curriculum, instruction, and assessment to promote college, career, and life readiness and close achievement and opportunity gaps.

Goal 2: Targeted Supports & Interventions

- Students who identify as Black/African American, students with disabilities, students in foster care or experiencing homelessness, and students who identify as Native American will benefit from targeted programs and services that leverage their assets, affirm their identities, and address their needs to close achievement, opportunity, and relationship gaps.

Goal 3: Wellness

- All students will learn in an equitable, culturally responsive, physically and emotionally healthy and safe environment.

Goal 4: Family and Community Engagement

- All students will benefit from programs and services designed to inform and engage family and community partners.
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Stakeholder Engagement

1. Involvement Process for LCAP and Annual Update

How, when, and with whom did the school consult as part of the planning process for this LCAP/Annual Review and Analysis?

As a reflective process, the following process was utilized to analyze the 2024-2025 LCAP, review the goals, and provide input into the 2025/2026 LCAP.

School Site Council: a review of the financial goals for the school began in September with a review of how

funding was used in 2023/2024. The SSC identified that there were opportunities for funding that were not utilized and the SSC gave ideas for funding students and student activities and supports. Throughout the 2024/2025 year, the SSC looked at data on discipline, attendance, and academics to provide input on what is working well and what can be improved. Dates of review and input on the LCAP from the School Site Council were as follows:

- * 9/24/24
- * 11/19/24
- * 1/14/25
- * 3/11/25
- * 5/13/25

Staff: At the February Faculty meeting, staff analyzed the PBIS goal as written in the LCAP and discussed the data on discipline and student participation. Staff provided input about the writing of the goal and how we can improve it for 2025/2026.

Leadership: In January, February, and March, Leadership broke into four different groups representing the four District Strategic Goals (Curriculum, Instruction, and Assessment; Targeted Interventions; Wellness; and Family and Community Engagement). Leadership made suggestions for improvement for the 2025/2026 LCAP.

Further opportunities for stakeholders to provide input into needs throughout the 2024/2025 were the following:

English Learner Advisory Council: 10/3/24, 2/20/25, 4/24/25
MTREC meetings

2. Impact of LCAP and Annual Update

How did these consultations affect the LCAP for the upcoming year?

Consultations had an impact in the following ways: clarity, re-alignment, specificity

Clarity: Stakeholders noticed that the previous LCAP included practices and programs that were implemented in prior years but had been replaced by something else in more recent years. As an example, there were programs funded in 2010 that had not been utilized since but were still included. In addition, there were practices and programs that were included in the LCAP that are not allowable to fund with Title, Supplementary, or EL funds. In order to revise and make the 2025/2026 have more clarity, the examples of practices that have not been utilized or are not allowable were removed.

Re-alignment: Stakeholders noticed that some actions and programs written within one of the four strategic goals would be more relevant by moving into a different strategic goal. A conference for teachers to learn about Learning Targets and Success Criteria should be in Strategic Goal 1 rather than in one of the other Strategic Goals. Revising the alignment of the goals and actions to ensure they are in the most relevant Strategic Goal will be incorporated into the 2025/2026 LCAP.

Specificity: Stakeholders noticed that some goals were unclear and could be revised to make them focus on an intended outcome. An example of this is our EL Goal: EL students will increase the percentage of students making progress toward English Language proficiency from 68.4% to 80%, which is 30% above the state average. This goal should be revised to include more specifics about what is meant by English proficiency and measured by what metric.

Resource Inequities (ATSI, TSI and CSI designated schools only)

Briefly describe any resource inequities identified by the site needs assessment.

Definition: A resource inequity is a change you will make from your past practice to a new innovation to improve support for your most at-risk students. This change could include reallocating resources such as staff, funding, time, space, etc.

This year, the following two areas were implemented to account for resource inequities. We will use these efforts to write the actions for 2025/2026.

1. We moved a significant amount from materials to contracts both in Title 1 and Supplemental Concentration to accommodate for extra-curricular activities that engage our students, such as the groups SWEAT and Elite Soccer.
2. We added money from materials to contracts in EL funding to support a contract with PIQE, which is targeting our EL families and providing them workshops about the educational system.

Goals, Actions, and Progress Indicators

District Strategic Goal 1:	District Needs and Metrics 1:
High-Quality Curriculum, Instruction & Assessment All students will receive high-quality classroom curriculum, instruction, and assessment to promote college, career, and life readiness and close achievement and opportunity gaps.	Students need high quality classroom instruction and curriculum as measured by: <ul style="list-style-type: none"> • A-G Completion - Percent of Graduates Completing A-G Requirements • AP/IB Exams - Percent of Graduates Passing an AP/IB Exam • CAASPP (ELA, Math, Science) - Distance from Standard • CAASPP (ELA, Math, Science) - Percent Standard Met or Exceeded • CTE Sequence Completion - Percent of Graduates Completing a CTE Sequence • Progress toward English Proficiency - Percent Increasing ELPI Level • Reclassified - Percent of English Learners Reclassified • Test Participation Rate on Districtwide Assessments

Site Goal 1.1 (SiteGoalID: 8935) (DTS: 01/01/10)
95% of eligible students will be administered all of the required EGUSD assessments designed for their grade level or course
Metric: Test Participation Rate on Districtwide Assessments

Action 1.1.1 (SiteGoalID: 8935) (DTS: 03/11/25)		
Targeted Student Group(s) <ul style="list-style-type: none">• All		
Action Plan	Progress Monitoring Plan <ul style="list-style-type: none">• Describe your step by step plan for progress monitoring your action plan. What	Data Collection & Evaluation <ul style="list-style-type: none">• Throughout the year, report the results of the formative data as you collect it.

<ul style="list-style-type: none"> Describe your step by step plan for intervention, for at-risk students, as related to your goal. 	<i>formative student data</i> will you collect and how often?	<ul style="list-style-type: none"> In March, summarize your data collection results. Based on your summary, what will you adapt/adopt/abandon?
<p style="text-align: center;">Action Plan</p> <p>Plan and review Interim Assessment administration. Department leaders in Math and ELA will email the plan for the administration of the Interim assessments to the supervising administrator for each PLC with the following information: PLC team, Interim Assessment title, Date of administration.</p> <p>Department leads and supervising admin will meet to review the data on the percentage of students who took the Interim assessments one week after the PLC team was scheduled to administer them. Departments will review the data to determine the percentage of students who met standard and which students will require additional instructional intervention.</p> <p>This action may include funding for time sheets.</p> <p><u>Certificated Timesheets:</u> \$2000 Title 1</p>	<p style="text-align: center;">Progress Monitoring</p> <p>Completion of year-long assessment administration plan is submitted by the end of August 2025.</p> <p>Assessment data will be reviewed by staff and organized by standard and demographic group.</p> <p>On June 1, administration supervising Math and ELA will compile the percentage of students who have taken the district interim assessments to determine if the 95% goal was met.</p>	<p style="text-align: center;">Evaluation</p>

Site Goal 1.2 (SiteGoalID: 8694) (DTS: 02/13/25)

Improve academic achievement as measured by the CAASPP in Math, ELA, and Science for all students by 3%, and for African American students by 5% by increasing implementation level of the EGUSD Instructional Framework.

Metric: CAASPP (ELA, Math, Science) - Percent Standard Met or Exceeded

Action 1.2.1 (SiteGoalID: 8694) (DTS: 02/13/25)

Targeted Student Group(s)

- All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
<ul style="list-style-type: none">• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	<ul style="list-style-type: none">• Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often?	<ul style="list-style-type: none">• Throughout the year, report the results of the formative data as you collect it.• In March, summarize your data collection results.• Based on your summary, what will you adapt/adopt/abandon?
<p>Action Plan</p> <p>Teachers will plan lessons collaboratively and strategically in PLCs and incorporate in lessons and unit plans a focus on the Framework for High Quality Instruction.</p> <p>Teachers will write Learning Targets and Success Criteria and develop daily assessments that reflect the Success Criteria so students can measure their progress. This will require time for planning in PLCs to ensure that each lesson reflects the characteristics of high quality Learning Targets and Success Criteria and that teachers understand how to communicate them in class.</p> <p>This action includes funding for certificated timesheets, substitute coverage, and conferences and trainings.</p> <p><u>Certificated Timesheets:</u> \$22875 Title 1 \$8100 Supp Con</p>	<p>Progress Monitoring</p> <p>FONT Walk through data from administration will be reviewed monthly in admin meetings to determine levels of implementation with regard to Learning Targets and Success Criteria.</p> <p>FONT walk through data will be shared with staff each quarter (four times per year) to inform our site-wide progress.</p> <p>PLC Planning: each PLC team will submit an agenda prior to the release day and will submit the deliverable at the conclusion of the release day to the supervising administration.</p>	<p>Evaluation</p>

Site Goal 1.3 (SiteGoalID: 9109) (DTS: 04/07/25)

Increase opportunities for students to take a variety of electives to help develop career and college readiness.

Metric: Other

Action 1.3.1 (SiteGoalID: 9109) (DTS: 04/07/25)

Targeted Student Group(s)

- All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
<ul style="list-style-type: none">• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	<ul style="list-style-type: none">• Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often?	<ul style="list-style-type: none">• Throughout the year, report the results of the formative data as you collect it.• In March, summarize your data collection results.• Based on your summary, what will you adapt/adopt/abandon?
<p>Action Plan</p> <p>AVID: Embed AVID strategies into school-wide instructional practices through professional learning opportunities such as release days, conferences and trainings. Support students enrolled in the AVID elective to experience field trips to local colleges and universities.</p> <p>Action includes funding for substitute coverage, certificated timesheets, cost of supplemental materials, field trips for students, and expenses for conferences.</p> <p><u>Certificated Timesheets:</u> \$6600 Supp Con <u>Contracts/Services/Subscriptions:</u> \$7200 Title 1 \$2000 Supp Con</p>	<p>Progress Monitoring</p> <p>100% of students in AVID will participate in at least one college field trip by the end of the 2025/26 school year.</p> <p>100% of students across the school will have passed an AVID organizational check.</p>	<p>Evaluation</p>

Action 1.3.2 (SiteGoalID: 9109) (DTS: 04/08/25)

Targeted Student Group(s)

- All

Action Plan <ul style="list-style-type: none"> Describe your step by step plan for intervention, for at-risk students, as related to your goal. 	Progress Monitoring Plan <ul style="list-style-type: none"> Describe your step by step plan for progress monitoring your action plan. What <i>formative student data</i> will you collect and how often? 	Data Collection & Evaluation <ul style="list-style-type: none"> Throughout the year, report the results of the formative data as you collect it. In March, summarize your data collection results. Based on your summary, what will you adapt/adopt/abandon?
<p>Action Plan</p> <p>Students will have opportunities to engage in enriching experiences through elective courses and programs. Students will attend field trips related to their field of study, and utilize materials and technologies that support their learning.</p> <p>Funding includes cost of materials and supplies, field trips, substitute coverage.</p> <p><u>Certificated Timesheets:</u> \$2400 Supp Con <u>Materials/Equipment:</u> \$3750 Supp Con <u>Contracts/Services/Subscriptions:</u> \$1500 Supp Con</p>	<p>Progress Monitoring</p> <p>Each student will have an opportunity to participate in a field trip related to their course of study.</p>	<p>Evaluation</p>

Site Goal 1.4 (SiteGoalID: 9121) (DTS: 04/08/25)

By the end of the 2025/26 school year, 90% of students designated as English Learners will increase their overall ELPAC score from the previous year.

Metric: Progress toward English Proficiency - Percent Increasing ELPI Level

Action 1.4.1 (SiteGoalID: 9121) (DTS: 04/08/25)

Targeted Student Group(s)

- EL

Action Plan <ul style="list-style-type: none"> Describe your step by step plan for intervention, for at-risk students, as related to your goal. 	Progress Monitoring Plan <ul style="list-style-type: none"> Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often? 	Data Collection & Evaluation <ul style="list-style-type: none"> Throughout the year, report the results of the formative data as you collect it. In March, summarize your data collection results. Based on your summary, what will you adapt/adopt/abandon?
Action Plan <p>Teacher collaboration: A Task Force with teachers across the departments will meet monthly to review student data, identify essential practices to share with staff, and support the ongoing continuous improvement of our EL program so that students get enriching EL instruction and supports. Staff may engage in professional learning with EL instructional coach to bolster teacher preparation around EL strategies through trainings, conferences, and planning time.</p> <p>EL Coordinator will support identification/placement of EL students, reclassification, EL/RFEP monitoring, parent communication, and support for ELAC meetings.</p> <p>This action includes funding for conferences, certificated timesheets for planning, and materials.</p> <p><u>Certificated Timesheets:</u> \$7000 EL <u>Contracts/Services/Subscriptions:</u> \$5000 EL</p>	Progress Monitoring <p>Task Force and EL Coordinator will track individual EL students in their ELA grade at the end of each Term and share with stakeholders.</p> <p>EL Coordinator will track the number of students who reclassify throughout the year, and report to School Site Council, ELAC, and staff.</p> <p>EL Coordinator will track change in ELPAC scores from the previous year to the 2025/26 to determine the percentage of students who improved their score.</p>	Evaluation

Action 1.4.2 (SiteGoalID: 9121) (DTS: 04/08/25)	
Targeted Student Group(s)	
<ul style="list-style-type: none"> EL 	

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
<ul style="list-style-type: none"> Describe your step by step plan for intervention, for at-risk students, as related to your goal. 	<ul style="list-style-type: none"> Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often? 	<ul style="list-style-type: none"> Throughout the year, report the results of the formative data as you collect it. In March, summarize your data collection results. Based on your summary, what will you adapt/adopt/abandon?
<p>Action Plan</p> <p>Provide students the opportunity to use supplementary materials and technology to access the expected ELD standards. Teachers will be able to utilize web-based programs that support learning activities aimed at helping students meet the ELD and grade-level ELA standards.</p> <p>This action includes subscriptions and the cost of materials.</p> <p>Materials/Equipment: \$4611 EL</p>	<p>Progress Monitoring</p> <p>Collect data after each progress report and at the end of each Quarter for the grades of each EL student to analyze their academic success in each course.</p>	<p>Evaluation</p>

Action 1.4.3 (SiteGoalID: 9121) (DTS: 04/08/25)

Targeted Student Group(s)

- EL

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
<ul style="list-style-type: none"> Describe your step by step plan for intervention, for at-risk students, as related to your goal. 	<ul style="list-style-type: none"> Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often? 	<ul style="list-style-type: none"> Throughout the year, report the results of the formative data as you collect it. In March, summarize your data collection results. Based on your summary, what will you adapt/adopt/abandon?

Action Plan	Progress Monitoring	Evaluation
<p>Ensure that all EL students are given the ELPAC and understand the importance and impact of giving their best effort in terms of reclassification and what it means for their opportunities to take elective courses in middle school and high school. Staff will also attend and present at ELAC meetings so that families understand how the ELPAC works and why it is important.</p> <p>Funding includes timesheets and cost for substitute coverage.</p> <p><u>Certificated Timesheets:</u> \$3000 EL</p>	<p>EL Coordinator will report reclassification data.</p>	

Funding Sources for District Goal 1 (DEV - LCAP ID: 748)		
Funding Source	Amount	Description of Use
Title I – Basic (4900/3010)	0	Certificated- Salaries
Title I – Basic (4900/3010)	24875	Certificated- Timesheets
Title I – Basic (4900/3010)	0	Classified- Salaries
Title I – Basic (4900/3010)	0	Classified- Timesheets
Title I – Basic (4900/3010)	0	Materials/Supplies/Equipment
Title I – Basic (4900/3010)	7200	Contracts/Services/Subscriptions
Supplemental/Concentration (7201/0000)	0	Certificated- Salaries
Supplemental/Concentration (7201/0000)	17100	Certificated- Timesheets
Supplemental/Concentration (7201/0000)	0	Classified- Salaries
Supplemental/Concentration (7201/0000)	0	Classified- Timesheets

Supplemental/Concentration (7201/0000)	3750	Materials/Supplies/Equipment
Supplemental/Concentration (7201/0000)	3500	Contracts/Services/Subscriptions
EL Supplemental (7250/0000)	0	Certificated- Salaries
EL Supplemental (7250/0000)	10000	Certificated- Timesheets
EL Supplemental (7250/0000)	0	Classified- Salaries
EL Supplemental (7250/0000)	0	Classified- Timesheets
EL Supplemental (7250/0000)	4611	Materials/Supplies/Equipment
EL Supplemental (7250/0000)	5000	Contracts/Services/Subscriptions

District Strategic Goal 2:

Targeted Supports & Interventions

Students who identify as Black/African American, students with disabilities, students in foster care or experiencing homelessness, and students who identify as Native American will benefit from targeted programs and services that leverage their assets, affirm their identities, and address their needs to close achievement, opportunity, and relationship gaps.

District Needs and Metrics 2:

Students need high quality programs and services driven by assessment, data analysis, and action as measured by:

- African American Disparity
- Homeless Student Disparity
- Native American Disparity
- Students with Disabilities Disparity
- Students in Foster Youth Disparity

Site Goal 2.1 (SiteGoalID: 8695) (DTS: 02/13/25)

Reduce the D and F rate by 5% for all students and for African American, Homeless, Native American, Foster Youth, and Students with Disabilities in each content area.

Metric: African American Disparity

Action 2.1.1 (SiteGoalID: 8695) (DTS: 02/13/25)

Targeted Student Group(s)

• American Indian or Alaska Native • Black or African American • Foster Youth • Homeless • SWD

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
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<ul style="list-style-type: none"> Describe your step by step plan for intervention, for at-risk students, as related to your goal. 	<ul style="list-style-type: none"> Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often? 	<ul style="list-style-type: none"> Throughout the year, report the results of the formative data as you collect it. In March, summarize your data collection results. Based on your summary, what will you adapt/adopt/abandon?
<p>Action Plan</p> <p>Implement a targeted tutoring plan for each department to do weekly tutoring for students who have a D or F at progress report. A PLC Minimum Day will be used after each Progress Report for the following actions in each department:</p> <ol style="list-style-type: none"> 1. Use a tutoring tracker to identify students with a D or F at progress report. 2. Add student information to a tracker with the following: student name, grade at progress report, academic need, dates attending tutoring, and grade at end of term. <p>This action includes timesheets for teachers to tutor students beyond contract hours.</p> <p><u>Certificated Timesheets:</u> \$22500 Title 1 \$4,500 Supp Con</p>	<p>Progress Monitoring</p> <p>Analyze the change from Progress Report to Quarter Grade for each student who attends tutoring.</p> <p>Collect the number of D's and F's for each department for all students, and also for Native American, African American, Foster Youth, Homeless, and Students with Disabilities at Progress Report and also after each Quarter.</p>	<p>Evaluation</p>

Action 2.1.2 (SiteGoalID: 8695) (DTS: 04/09/25)

Targeted Student Group(s)

• American Indian or Alaska Native • Black or African American • Foster Youth • Homeless • SWD

<p>Action Plan</p> <ul style="list-style-type: none"> Describe your step by step plan for intervention, for at-risk students, as related to your goal. 	<p>Progress Monitoring Plan</p> <ul style="list-style-type: none"> Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often? 	<p>Data Collection & Evaluation</p> <ul style="list-style-type: none"> Throughout the year, report the results of the formative data as you collect it. In March, summarize your data collection results. Based on your summary, what will you adapt/adopt/abandon?
Action Plan	Progress Monitoring	Evaluation

<p>Provide FTE for teachers in ELA and Math to teach intervention courses designed to support the academic needs of students below grade level in those content areas.</p> <p>This action includes funding 0.33 FTE for four teachers teaching intervention courses. Two teachers will be funded by Title 1 and two teachers will be funded by Supplemental Concentration. The total FTE of this action will be 1.33.</p> <p>Certificated Salaries: \$109758 Title 1 \$101933 Supp Con</p>	<p>Data will be collected on the grades for all students, and for specific groups including Native American, African American, Foster Youth, Homeless, and Students with Disabilities to determine the efficacy of the intervention courses in supporting their academic success.</p>	
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Action 2.1.3 (SiteGoalID: 8695) (DTS: 04/09/25)

Targeted Student Group(s)

• American Indian or Alaska Native • Black or African American • Foster Youth • Homeless • SWD

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
<ul style="list-style-type: none"> Describe your step by step plan for intervention, for at-risk students, as related to your goal. 	<ul style="list-style-type: none"> Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often? 	<ul style="list-style-type: none"> Throughout the year, report the results of the formative data as you collect it. In March, summarize your data collection results. Based on your summary, what will you adapt/adopt/abandon?
Action Plan	Progress Monitoring	Evaluation
<p>Counselors will identify students most at risk of failing using grades at key reporting times and will facilitate goal-setting and academic intervention groups for those students. This will include contact with families, a group meeting with the students, a goal-setting protocol, and check-ins to support students with what they need.</p> <p>Counselors will facilitate support nights designed to provide</p>	<p>Grades will be collected for students receiving this intervention and reported to determine progress from Progress Report to Quarter Final Grade.</p> <p>Surveys will be collected from families attending support nights to learn what they find helpful and what further questions and supports they need.</p>	

<p>strategies, tools and skills for families of students with Ds and Fs.</p> <p>Funding includes timesheets for staff to facilitate trainings and meetings with students and families beyond contract hours.</p> <p><u>Certificated Timesheets:</u> \$900 Title 1</p>		
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Action 2.1.4 (SiteGoalID: 8695) (DTS: 04/09/25)

Targeted Student Group(s)

• American Indian or Alaska Native • Black or African American • Foster Youth • Homeless • SWD

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
<ul style="list-style-type: none"> Describe your step by step plan for intervention, for at-risk students, as related to your goal. 	<ul style="list-style-type: none"> Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often? 	<ul style="list-style-type: none"> Throughout the year, report the results of the formative data as you collect it. In March, summarize your data collection results. Based on your summary, what will you adapt/adopt/abandon?
Action Plan	Progress Monitoring	Evaluation
<p>Teachers and counselors will engage in professional learning opportunities designed to support the implementation of instructional strategies that reflect the Framework for High Quality Instruction: Learning Targets and Success Criteria, Formative Assessment and Feedback, Active Participation, and Student Talk.</p> <p>Three specific areas of professional learning will support this effort: conferences and trainings, vertical articulation, and Instructional Rounds.</p> <p>Conferences and Trainings: Staff across content areas will attend conferences and trainings to learn</p>	<p>Conferences and Trainings: when attending a conference or training, the attendees will be expected to submit the following to their supervising administrator.</p> <ul style="list-style-type: none"> * Prior: Intended learning outcomes * Post: What they learned, resources they will share, and a method of sharing with colleagues <p>Vertical Articulation: Each department leader will develop a 'Vertical Articulation Plan' with their high school job-alike in Quarter 1. The 'Vertical Articulation Plan' will include:</p> <ul style="list-style-type: none"> * Focus area for middle/high school * Expected deliverables/outcomes * Supports they will need. 	

<p>how to implement high quality instructional strategies.</p> <p>Vertical Articulation: Teaching and counseling staff will engage in vertical articulation with Monterey Trail High School staff to support instructional strategies that impact students in grades 7-12.</p> <p>Instructional Rounds: Teaching and counseling staff will engage in Instructional Rounds to observe teaching and reflect on practices they can use in their own context. 20 heterogeneous teachers and counselors will participate throughout the year, broken into two separate groups to observe their colleagues and reflect on their teaching practices.</p> <p>This action will include funding for conferences and trainings, timesheets, substitute coverage, and any subscriptions and materials needed to implement strategies.</p> <p><u>Certificated Timesheets:</u> \$13,500 Title 1 \$15400 Supp Con <u>Contracts/Services/Subscriptions:</u> \$12000 Title 1 \$9830 Supp Con</p>	<p>Each 'Vertical Articulation Plan' will be reviewed and approved in Quarter 1 by the Principal with adjustments as needed. The plan will be implemented throughout Quarters 2-4 and monitored by the supervising administration.</p> <p>Instructional Rounds: A post-survey will be utilized after each day of Instructional Rounds to help guide decisions about supports. Also, the last session will include a debrief of the program and a plan for implementation for the subsequent year.</p>	
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Action 2.1.5 (SiteGoalID: 8695) (DTS: 04/11/25)

Targeted Student Group(s)

• American Indian or Alaska Native • Black or African American • Foster Youth • Homeless • SWD

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
<ul style="list-style-type: none"> Describe your step by step plan for intervention, for at-risk students, as related to your goal. 	<ul style="list-style-type: none"> Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often? 	<ul style="list-style-type: none"> Throughout the year, report the results of the formative data as you collect it. In March, summarize your data collection results. Based on your summary, what will you adapt/adopt/abandon?

Action Plan	Progress Monitoring	Evaluation
<p>Add various learning modules for hands-on projects, experiments, and activities that require additional materials and supplies so that students can have concrete models to learn content. This includes the use of technology.</p> <p>This action includes funding for materials, supplies, and subscriptions.</p> <p><u>Materials/Equipment:</u> \$3699 Title 1 Contracts/Services \$11270 Title 1</p>	<p>Teachers will provide a rationale for the purchase of any supplemental equipment and technology and how it will impact student learning.</p>	

Site Goal 2.2 (SiteGoalID: 9160) (DTS: 04/11/25)

Increase the percentage of African American students taking Honors courses and achieve a grade of C or better.

Metric: African American Disparity

Action 2.2.1 (SiteGoalID: 9160) (DTS: 04/11/25)

Targeted Student Group(s)

- Black or African American

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
<ul style="list-style-type: none"> • Describe your step by step plan for intervention, for at-risk students, as related to your goal. 	<ul style="list-style-type: none"> • Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often? 	<ul style="list-style-type: none"> • Throughout the year, report the results of the formative data as you collect it. • In March, summarize your data collection results. • Based on your summary, what will you adapt/adopt/abandon?
Action Plan	Progress Monitoring	Evaluation
Recruitment to 7th grade students	Data will be collected for a year by	

<p>for their 8th grade year. A survey will be written and given to students with various questions about their interest in Honors courses, barriers they see to take Honors classes, and what they would need in order to try an Honors class. Staff will use this data to follow up with individual students from targeted subgroups to address the barrier and encourage them to take an Honors class in 8th grade. Staff will provide information to students and their families about Honors programs through family outreach events and track demographic data by course.</p> <p>This action includes funding for classified timesheets and certificated timesheets for meetings with families beyond contract hours, as well as funding for materials and light refreshments.</p> <p><u>Certificated Timesheets:</u> \$750 Supp Con <u>Materials/Equipment:</u> \$250 Supp Con</p>	<p>year comparison of 7th grade Honors enrollment in Math, History, and ELA compared with the subsequent year's 8th grade enrollment of 8th grade Honors enrollment in Math, History, and ELA to determine if there is a change to the enrollment percentage of African American students.</p>	
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Site Goal 2.3 (SiteGoalID: 9173) (DTS: 04/13/25)

Reduce the suspension rate of students who receive at least 1 suspension by 2% for all students, and 5% for African American students by providing SEL Restorative Practices, SEL instruction, and training for staff about culturally responsive approaches to teaching and building relationships.

Metric: African American Disparity

Action 2.3.1 (SiteGoalID: 9173) (DTS: 04/13/25)

Targeted Student Group(s)

- Black or African American

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
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<ul style="list-style-type: none"> Describe your step by step plan for intervention, for at-risk students, as related to your goal. 	<ul style="list-style-type: none"> Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often? 	<ul style="list-style-type: none"> Throughout the year, report the results of the formative data as you collect it. In March, summarize your data collection results. Based on your summary, what will you adapt/adopt/abandon?
<p>Action Plan</p> <p>Restorative Practices has been implemented and will continue to be utilized to support students through a 3-pronged approach: peer mentoring, conflict mediation, and individual meetings to re-set and re-store back into the classroom.</p> <p>Action includes funding for substitutes and certificated timesheets.</p> <p><u>Certificated Timesheets:</u> \$550 Supp Con</p>	<p>Progress Monitoring</p> <p>Data will be collected and reported to staff for the following:</p> <ul style="list-style-type: none"> * Number of peer mentor relationships, GPA and referral numbers for students in the peer mentorship program by Term. * Number of conflict mediations by Term. * Number of students referred to Restorative Practices from teachers and the outcome by Term: stayed in RP room, sent back to class successfully. 	<p>Evaluation</p>

Action 2.3.2 (SiteGoalID: 9173) (DTS: 04/13/25)

Targeted Student Group(s)

- Black or African American

<p>Action Plan</p> <ul style="list-style-type: none"> Describe your step by step plan for intervention, for at-risk students, as related to your goal. 	<p>Progress Monitoring Plan</p> <ul style="list-style-type: none"> Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often? 	<p>Data Collection & Evaluation</p> <ul style="list-style-type: none"> Throughout the year, report the results of the formative data as you collect it. In March, summarize your data collection results. Based on your summary, what will you adapt/adopt/abandon?
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Action Plan	Progress Monitoring	Evaluation
<p>Implement an after-school course designed to support 7th grade students with behavioral needs using the Character Strong curriculum. The intent of the course would provide students an opportunity to build community, recognize their various identities through a strengths-based approach, and goal set around academics, behavior, and community engagement.</p> <p>Action includes funding for materials and supplies, and certificated timesheets.</p> <p><u>Certificated Timesheets:</u> \$2250 Supp Con <u>Materials/Equipment:</u> \$500 Supp Con</p>	<p>Data will be collected on the group of students participating in the group each Term: grades, referral data, and activities they are involved in.</p>	

Action 2.3.3 (SiteGoalID: 9173) (DTS: 04/13/25)

Targeted Student Group(s)

- Black or African American

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
<ul style="list-style-type: none"> • Describe your step by step plan for intervention, for at-risk students, as related to your goal. 	<ul style="list-style-type: none"> • Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often? 	<ul style="list-style-type: none"> • Throughout the year, report the results of the formative data as you collect it. • In March, summarize your data collection results. • Based on your summary, what will you adapt/adopt/abandon?
Action Plan	Progress Monitoring	Evaluation
<p>Increase teacher knowledge and awareness of culturally responsive practices to support a warm-demander approach with students from a variety of cultures. This will include equity training through staff professional learning via book studies, trainings and conferences.</p>	<p>Perspective Survey student reports of feeling that staff care about them.</p>	

<p>Funding includes certificated and classified timesheets, guest speakers, and professional development such as conferences.</p> <p><u>Certificated Timesheets:</u> \$1000 Supp Con <u>Classified Timesheets:</u> \$1000 Supp Con <u>Contracts/Services/Subscriptions:</u> \$9,000 Supp Con</p>		
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Funding Sources for District Goal 2 (DEV - LCAP ID: 748)		
Funding Source	Amount	Description of Use
Title I – Basic (4900/3010)	109758	Certificated- Salaries
Title I – Basic (4900/3010)	36900	Certificated- Timesheets
Title I – Basic (4900/3010)	0	Classified- Salaries
Title I – Basic (4900/3010)	0	Classified- Timesheets
Title I – Basic (4900/3010)	3699	Materials/Supplies/Equipment
Title I – Basic (4900/3010)	23270	Contracts/Services/Subscriptions
Supplemental/Concentration (7201/0000)	101933	Certificated- Salaries
Supplemental/Concentration (7201/0000)	24450	Certificated- Timesheets
Supplemental/Concentration (7201/0000)	0	Classified- Salaries
Supplemental/Concentration (7201/0000)	1000	Classified- Timesheets
Supplemental/Concentration (7201/0000)	750	Materials/Supplies/Equipment
Supplemental/Concentration (7201/0000)	19330	Contracts/Services/Subscriptions

EL Supplemental (7250/0000)	<input type="text" value="0"/>	Certificated- Salaries
EL Supplemental (7250/0000)	<input type="text" value="0"/>	Certificated- Timesheets
EL Supplemental (7250/0000)	<input type="text" value="0"/>	Classified- Salaries
EL Supplemental (7250/0000)	<input type="text" value="0"/>	Classified- Timesheets
EL Supplemental (7250/0000)	<input type="text" value="0"/>	Materials/Supplies/Equipment
EL Supplemental (7250/0000)	<input type="text" value="0"/>	Contracts/Services/Subscriptions

District Strategic Goal 3:

Wellness

All students will learn in an equitable, culturally responsive, physically, and emotionally healthy and safe environment.

District Needs and Metrics 3:

Students need a safe and engaging academic, social-emotional, and physical school environment as measured by:

- Cohort Graduation Rate
- School Climate - Average Favorability Rating
- Social Emotional Learning - Average Favorability Rating
- Suspension Rate: Percent of Students Suspended

Site Goal 3.1 (SiteGoalID: 8696) (DTS: 02/13/25)

Achieve 100% score in Tier 1 on the school-wide Tiered Fidelity Inventory and increase scores by 5% for students, staff, and families in School Climate as measured by the Perspective Survey.

Metric: School Climate - Average Favorability Rating

Action 3.1.1 (SiteGoalID: 8696) (DTS: 02/13/25)

Targeted Student Group(s)

- All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
<ul style="list-style-type: none"> • Describe your step by step plan for intervention, for at-risk students, as related to your goal. 	<ul style="list-style-type: none"> • Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often? 	<ul style="list-style-type: none"> • Throughout the year, report the results of the formative data as you collect it. • In March, summarize your data collection results. • Based on your summary, what will you

		adapt/adopt/abandon?
<p>Action Plan</p> <p>Create opportunities for students to experience school positively through a variety of activities and events, including Corral Night, Open House, Career Day, Day in the Life of a Colt, Shadow Day at MTHS, Unity Day, and assemblies.</p> <p>This action includes funding for substitutes, certificated timesheets, materials and supplies, transportation, and contracts for guest speakers at assemblies.</p> <p><u>Certificated Timesheets:</u> \$2925 Supp Con <u>Contracts/Services/Subscriptions:</u> \$6000 Title 1 \$1,500 Supp Con</p>	<p>Progress Monitoring</p> <p>Perspective Survey metrics will be used to compare year-by-year data.</p>	<p>Evaluation</p>

Action 3.1.2 (SiteGoalID: 8696) (DTS: 04/14/25)

Targeted Student Group(s)

- All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
<ul style="list-style-type: none"> Describe your step by step plan for intervention, for at-risk students, as related to your goal. 	<ul style="list-style-type: none"> Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often? 	<ul style="list-style-type: none"> Throughout the year, report the results of the formative data as you collect it. In March, summarize your data collection results. Based on your summary, what will you adapt/adopt/abandon?
<p>Action Plan</p> <p>Staff will engage in professional learning and collaborative planning opportunities focused on a positive school climate through PBIS initiatives. Examples include the following: * Summer planning for PBIS</p>	<p>Progress Monitoring</p> <p>Each month, the PBIS coordinator will do a review of the data for students receiving RICH points and checking into 5 Star for events.</p>	<p>Evaluation</p>

<p>Kickoff</p> <ul style="list-style-type: none"> * CADA conference * Planning time for events and time to analyze PBIS data * Wellness Task Force initiative through six different Task Forces, including Athletics, AVID, EL, PBIS, School Climate, and Instructional Technology, which help coordinate the work school-wide to improve student connectedness and well-being. <p>Funding includes certificated timesheets, substitutes for release time, and conferences.</p> <p><u>Certificated Timesheets:</u> \$26100 Supp Con <u>Contracts/Services/Subscriptions:</u> \$9,000 Supp Con</p>		
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Action 3.1.3 (SiteGoalID: 8696) (DTS: 04/14/25)

Targeted Student Group(s)

- All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
<ul style="list-style-type: none"> • Describe your step by step plan for intervention, for at-risk students, as related to your goal. 	<ul style="list-style-type: none"> • Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often? 	<ul style="list-style-type: none"> • Throughout the year, report the results of the formative data as you collect it. • In March, summarize your data collection results. • Based on your summary, what will you adapt/adopt/abandon?
Action Plan	Progress Monitoring	Evaluation
<p>Use RICH Core Values (Responsible, Integrity, Considerate, Hard-working) to highlight school-wide expectations and positive behaviors across campus and in all environments to ensure that all stakeholders know our four Core Values and can explain what they mean in each space around campus.</p>	<p>Monthly analysis of students earning RICH points and analysis of staff giving RICH points will be shared with staff for goal-setting and celebration.</p>	

<p>Funding will include student agendas, PBIS signs, PBIS murals, supplies and materials for the four Core Values and our specific expectations in different locations around campus.</p> <p><u>Materials/Equipment:</u> \$10000 Supp Con <u>Contracts/Services/Subscriptions:</u> \$8700 Supp Con</p>		
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Action 3.1.4 (SiteGoalID: 8696) (DTS: 04/14/25)

Targeted Student Group(s)

- All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
<ul style="list-style-type: none"> Describe your step by step plan for intervention, for at-risk students, as related to your goal. 	<ul style="list-style-type: none"> Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often? 	<ul style="list-style-type: none"> Throughout the year, report the results of the formative data as you collect it. In March, summarize your data collection results. Based on your summary, what will you adapt/adopt/abandon?
Action Plan	Progress Monitoring	Evaluation
<p>Counselors will engage staff, students, and families in an Advisory Council twice per year. The Advisory Council will convene to collect input from stakeholders about Tier I supports for students. Counselors will facilitate the Advisory Council convenings and use the input to guide their work using the ASCA framework for counseling.</p> <p>To assist in the implementation of the ASCA Framework for counseling, the counselors will attend the ASCA conference.</p> <p>Funding for this action will include certificated timesheets, materials</p>	<p>Data collected from the Advisory Council will be shared via a report from the counseling department to provide guidance to the school about Tier I counseling practices.</p>	

and supplies, refreshments, and conferences.

Certificated Timesheets:

\$600 Supp Con

Materials/Equipment:

\$200 Supp Con

Contracts/Services/Subscriptions:

\$8,000 Supp Con

Site Goal 3.2 (SiteGoalID: 9213) (DTS: 04/15/25)

Increase success for students getting services through Tier 2 and 3 supports and achieve 90% on Tier II TFI Report.

Metric: Other

Action 3.2.1 (SiteGoalID: 9213) (DTS: 04/15/25)

Targeted Student Group(s)

- All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
<ul style="list-style-type: none">• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	<ul style="list-style-type: none">• Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often?	<ul style="list-style-type: none">• Throughout the year, report the results of the formative data as you collect it.• In March, summarize your data collection results.• Based on your summary, what will you adapt/adopt/abandon?
Action Plan	Progress Monitoring	Evaluation
Implement a cycle of inquiry to identify students in need of MTSS Tier 2 supports, match an appropriate intervention, implement the intervention, collect data on the efficacy of the intervention, present the data at Tier 2 meetings, and make decisions about whether to continue, stop, or revise the intervention for each student.	A quarterly "after action review" of the cycle of inquiry process will give a snapshot into what is working about the Tier 2 work, including the following: Tier 2 meetings, interventions, data collection and analysis tools.	

This cycle of inquiry will require a targeted approach that includes one counselor paid .5 FTE certificated salary to provide support for students in targeted subgroups. This will include work on the PBIS Tier 2 team, working with students from targeted subgroups to align services and programs both internally and externally, focusing on their academic success, positive behavior, and connections to school.

This will also require funding for contracts and services from various external partners, including but not limited to Sac Connect who can provide interventions with specific students identified through the MTSS process.

Additional funding may be required for training, conferences, and certificated timesheets to provide professional learning about MTSS.

Certificated Salaries:

\$55466 Title 1

Certificated Timesheets:

\$1950 Title 1

Contracts/Services/Subscriptions:

\$5,500 Title 1

Site Goal 3.3 (SiteGoalID: 9214) (DTS: 04/15/25)

100% of students will be connected to a school activity through outside the academic setting.

Metric: School Climate - Average Favorability Rating

Action 3.3.1 (SiteGoalID: 9214) (DTS: 04/15/25)

Targeted Student Group(s)

- All

Action Plan <ul style="list-style-type: none"> Describe your step by step plan for intervention, for at-risk students, as related to your goal. 	Progress Monitoring Plan <ul style="list-style-type: none"> Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often? 	Data Collection & Evaluation <ul style="list-style-type: none"> Throughout the year, report the results of the formative data as you collect it. In March, summarize your data collection results. Based on your summary, what will you adapt/adopt/abandon?
<p>Action Plan</p> <p>Students will have various opportunities to engage positively in activities that go beyond the classroom, including extra-curricular opportunities such as intramural sports and field trips to provide students experiences that connect to college, career, and wellness.</p> <p>Funding includes timesheets, substitutes, materials and supplies, transportation, and field trip costs.</p> <p><u>Certificated Timesheets:</u> \$500 Supp Con <u>Materials/Equipment:</u> \$500 Supp Con <u>Contracts/Services/Subscriptions:</u> \$2100 Supp Con</p>	<p>Progress Monitoring</p> <p>Track the number of students who are connected to activities and participate in field trips through 5 STAR.</p>	<p>Evaluation</p>

Action 3.3.2 (SiteGoalID: 9214) (DTS: 04/15/25)

Targeted Student Group(s)

- All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
<ul style="list-style-type: none"> Describe your step by step plan for intervention, for at-risk students, as related to your goal. 	<ul style="list-style-type: none"> Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often? 	<ul style="list-style-type: none"> Throughout the year, report the results of the formative data as you collect it. In March, summarize your data collection results. Based on your summary, what will you adapt/adopt/abandon?
<p>Action Plan</p> <p>Use external partners to provide students opportunities to engage in the school setting, including SWEAT and Elite Soccer.</p> <p>Funding includes materials and equipment, contracts and services, and timesheets for staff.</p> <p><u>Contracts/Services/Subscriptions:</u> \$60,000 Supp Con</p>	<p>Progress Monitoring</p> <p>Track the number of students benefiting from the services of each community partnership.</p>	<p>Evaluation</p>

Funding Sources for District Goal 3 (DEV - LCAP ID: 748)		
Funding Source	Amount	Description of Use
Title I – Basic (4900/3010)	55466	Certificated- Salaries
Title I – Basic (4900/3010)	1950	Certificated- Timesheets
Title I – Basic (4900/3010)	0	Classified- Salaries
Title I – Basic (4900/3010)	0	Classified- Timesheets
Title I – Basic (4900/3010)	0	Materials/Supplies/Equipment
Title I – Basic (4900/3010)	11500	Contracts/Services/Subscriptions
Supplemental/Concentration (7201/0000)	0	Certificated- Salaries

Supplemental/Concentration (7201/0000)	30125	Certificated- Timesheets
Supplemental/Concentration (7201/0000)	0	Classified- Salaries
Supplemental/Concentration (7201/0000)	0	Classified- Timesheets
Supplemental/Concentration (7201/0000)	10700	Materials/Supplies/Equipment
Supplemental/Concentration (7201/0000)	89300	Contracts/Services/Subscriptions
EL Supplemental (7250/0000)	0	Certificated- Salaries
EL Supplemental (7250/0000)	0	Certificated- Timesheets
EL Supplemental (7250/0000)	0	Classified- Salaries
EL Supplemental (7250/0000)	0	Classified- Timesheets
EL Supplemental (7250/0000)	0	Materials/Supplies/Equipment
EL Supplemental (7250/0000)	0	Contracts/Services/Subscriptions

District Strategic Goal 4:

Family & Community Engagement

All students will benefit from programs and services designed to inform and engage family and community partners.

District Needs and Metrics 4:

Students need parent, family and community stakeholders as direct partners in their education as measured by:

- Attendance Rate
- Parents indicating a respectful and welcoming school environment
- Parents indicating opportunities for parent input in making decisions
- Parents indicating opportunities for parent involvement
- Percent Chronically Absent

Site Goal 4.1 (SiteGoalID: 8697) (DTS: 02/13/25)

Increase family engagement as measured by family participation in events and input from families throughout the year on surveys.

Metric: Parents indicating opportunities for parent involvement

Action 4.1.1 (SiteGoalID: 8697) (DTS: 02/13/25)

Targeted Student Group(s)

- All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
<ul style="list-style-type: none">• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	<ul style="list-style-type: none">• Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often?	<ul style="list-style-type: none">• Throughout the year, report the results of the formative data as you collect it.• In March, summarize your data collection results.• Based on your summary, what will you adapt/adopt/abandon?
<p>Action Plan</p> <p>Create events, trainings, and activities for families to engage in the school, learn about our programs, and celebrate the community. Various examples include Caregiver Cafe, Back to School Night, Open House, Corral Night, Family Lunch Days, PIQE for EL families, and College and Career Planning Night.</p> <p>This action includes funding for certificated timesheets, classified timesheets, materials and supplies, refreshments, and contracts and services for PIQE.</p> <p><u>Certificated Timesheets:</u> \$3150 Supp Con <u>Classified Timesheets:</u> \$2000 Supp Con \$2000 EL <u>Materials/Equipment:</u> \$700 Supp Con <u>Contracts/Services/Subscriptions:</u> \$15,000 EL</p>	<p>Progress Monitoring</p> <p>Favorability responses on the Perspective Survey will increase by 5% regarding opportunities for families to participate in school.</p>	<p>Evaluation</p>

Action 4.1.2 (SiteGoalID: 8697) (DTS: 04/15/25)

Targeted Student Group(s)

• All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
<ul style="list-style-type: none">Describe your step by step plan for intervention, for at-risk students, as related to your goal.	<ul style="list-style-type: none">Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often?	<ul style="list-style-type: none">Throughout the year, report the results of the formative data as you collect it.In March, summarize your data collection results.Based on your summary, what will you adapt/adopt/abandon?
<p>Action Plan</p> <p>Families will have an increase opportunity to provide input with more frequency. The PBIS Task Force will include parent representatives to give voice to our Tier 1 supports and families will respond to the PBIS survey for the PBIS Task Force to analyze.</p> <p>In addition, a monthly survey will be created and sent to families about the following: school safety and climate, academic supports, and connectedness through activities. At events and through Talking Points and Synergy, families will be asked monthly to provide input on these three domains.</p> <p>A classified position will be funded for 4 hours per day as a Parent Liaison to partner with families, collect the input, organize the data, and share with families what supports we have available to students around school safety and climate, academic success, and connectedness through activities.</p> <p><u>Classified Salaries:</u> \$36286 Title 1</p>	<p>Progress Monitoring</p> <p>The Family Input survey will be collected monthly to learn about the three domains, and data will be tracked over time to help inform decisions about safety, academics, and connectedness. This will be accomplished by the Parent Liaison.</p>	<p>Evaluation</p>

Targeted Student Group(s)

- All

<p>Action Plan</p> <ul style="list-style-type: none"> • Describe your step by step plan for intervention, for at-risk students, as related to your goal. 	<p>Progress Monitoring Plan</p> <ul style="list-style-type: none"> • Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often? 	<p>Data Collection & Evaluation</p> <ul style="list-style-type: none"> • Throughout the year, report the results of the formative data as you collect it. • In March, summarize your data collection results. • Based on your summary, what will you adapt/adopt/abandon?
<p>Action Plan</p> <p>Work collaboratively with the regional elementary schools and high school through a collaborative called MTREC (Monterey Trail Regional Equity Coalition) to build racial equity and social justice within our region and beyond to empower students to have the skills to advocate and staff to utilize restorative practices in an effort to eradicate the opportunity gaps that lead to unequal outcomes with regard to grades, referrals, and exclusionary discipline.</p> <p>This action includes funding for a contract of \$2,500 with Innovation Bridge who facilitates meetings for MTREC. Also included are certificated timesheets and classified timesheets for staff engaging in MTREC and restorative practice training after contract hours.</p> <p><u>Certificated Timesheets:</u> \$1000 Title 1 <u>Contracts/Services/Subscriptions:</u> \$2,000 Title 1</p>	<p>Progress Monitoring</p> <p>Data on grades, referral types, and exclusionary discipline will be tracked each Quarter and disaggregated by race/ethnicity.</p>	<p>Evaluation</p>

Site Goal 4.2 (SiteGoalID: 9543) (DTS: 05/16/25)

Decrease Chronic Absenteeism by 2% for all students. Decrease chronic absenteeism rate for African American students from 27% to 20% and for Hispanic students from 31% to 25%, using a 3-tiered system that includes recognition, data collection, and interventions.

Metric: Percent Chronically Absent

Action 4.2.1 (SiteGoalID: 9543) (DTS: 05/16/25)

Targeted Student Group(s)

- Hispanic or Latino

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
<ul style="list-style-type: none">• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	<ul style="list-style-type: none">• Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often?	<ul style="list-style-type: none">• Throughout the year, report the results of the formative data as you collect it.• In March, summarize your data collection results.• Based on your summary, what will you adapt/adopt/abandon?
<p>Action Plan</p> <p>Design and implement a 3-tiered system to address absenteeism. Collect data weekly and share with counselors, admin, and district support staff to see which students are at risk of being chronically absent and if there is progress for those students. Tracker be used to collect data on attendance and interventions. Attendance team will be created for communications. Focus will be: Collecting the data, determining interventions, tracking actions, planning for progress monitoring, and scheduling meetings to reflect on the overall process throughout the year. Interventions will include various supports: Phone calls from staff to share concern, support, and information about activities, porch visits to learn about needs and barriers, goal set, and materials and supplies for students who need them to support their engagement in</p>	<p>Progress Monitoring</p> <p>Track attendance for all and for each targeted subgroup each Quarter and do a comparison of 2024/2025 with 2025/2026.</p> <p>Track the 2024/2025 7th grade students who were chronically absent to see improvement to their 8th grade attendance.</p>	<p>Evaluation</p>

<p>classes.</p> <p>Staff will also attend a conference or training on supports for families in an effort to increase attendance.</p> <p>Action will include funding for certificated timesheets, conferences, materials and supplies.</p> <p><u>Certificated Timesheets:</u> \$1500 Supp Con <u>Contracts/Services/Subscriptions:</u> \$1500 Supp Con</p>		
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Funding Sources for District Goal 4 (DEV - LCAP ID: 748)		
Funding Source	Amount	Description of Use
Title I – Basic (4900/3010)	0	Certificated- Salaries
Title I – Basic (4900/3010)	1000	Certificated- Timesheets
Title I – Basic (4900/3010)	36286	Classified- Salaries
Title I – Basic (4900/3010)	0	Classified- Timesheets
Title I – Basic (4900/3010)	0	Materials/Supplies/Equipment
Title I – Basic (4900/3010)	2000	Contracts/Services/Subscriptions
Supplemental/Concentration (7201/0000)	0	Certificated- Salaries
Supplemental/Concentration (7201/0000)	4650	Certificated- Timesheets
Supplemental/Concentration (7201/0000)	0	Classified- Salaries
Supplemental/Concentration (7201/0000)	2000	Classified- Timesheets
Supplemental/Concentration (7201/0000)	700	Materials/Supplies/Equipment
Supplemental/Concentration (7201/0000)	1500	Contracts/Services/Subscriptions

EL Supplemental (7250/0000)	0	Certificated- Salaries
EL Supplemental (7250/0000)	0	Certificated- Timesheets
EL Supplemental (7250/0000)	0	Classified- Salaries
EL Supplemental (7250/0000)	2000	Classified- Timesheets
EL Supplemental (7250/0000)	0	Materials/Supplies/Equipment
EL Supplemental (7250/0000)	15000	Contracts/Services/Subscriptions

Funding Source Summary for All District Goals

Title I – Basic (4900/3010)

Description of Use	District Goal 1	District Goal 2	District Goal 3	District Goal 4	Total
Certificated- Salaries	\$0	\$109758	\$55466	\$0	\$165224
Certificated- Timesheets	\$24875	\$36900	\$1950	\$1000	\$64725
Classified- Salaries	\$0	\$0	\$0	\$36286	\$36286
Classified- Timesheets	\$0	\$0	\$0	\$0	\$0
Materials/Supplies/Equipment	\$0	\$3699	\$0	\$0	\$3699
Contracts/Services/Subscriptions	\$7200	\$23270	\$11500	\$2000	\$43970

Title I – Basic (4900/3010) Total: \$313,904

Supplemental/Concentration (7201/0000)

Description of Use	District Goal 1	District Goal 2	District Goal 3	District Goal 4	Total
Certificated- Salaries	\$0	\$101933	\$0	\$0	\$101933
Certificated- Timesheets	\$17100	\$24450	\$30125	\$4650	\$76325
Classified- Salaries	\$0	\$0	\$0	\$0	\$0
Classified- Timesheets	\$0	\$1000	\$0	\$2000	\$3000
Materials/Supplies/Equipment	\$3750	\$750	\$10700	\$700	\$15900
Contracts/Services/Subscriptions	\$3500	\$19330	\$89300	\$1500	\$113630

Supplemental/Concentration (7201/0000) Total: \$310,788

EL Supplemental (7250/0000)

Description of Use	District Goal 1	District Goal 2	District Goal 3	District Goal 4	Total
Certificated- Salaries	\$0	\$0	\$0	\$0	\$0
Certificated- Timesheets	\$10000	\$0	\$0	\$0	\$10000
Classified- Salaries	\$0	\$0	\$0	\$0	\$0
Classified- Timesheets	\$0	\$0	\$0	\$2000	\$2000
Materials/Supplies/Equipment	\$4611	\$0	\$0	\$0	\$4611
Contracts/Services/Subscriptions	\$5000	\$0	\$0	\$15000	\$20000

EL Supplemental (7250/0000) Total: \$36,611

Justification of School-Wide Use of Funds

For sites below 40 percent of enrollment of unduplicated pupils, when using supplemental and concentration (LCAP) funds in a school-wide manner, the site must additionally describe how the services provided are the most effective use of funds to meet the site's goals for unduplicated pupils in the state priority areas. Include a description and justification for the use of any funds in a school-wide manner as described in **Actions, Services, and Expenditures** above.

N/A

V. Funding

Edward Harris, Jr. Middle School (415) | 2025-2026

Fund Source Mgmt. Code / Description Resc. Code / Description	EGUSD Strategic Goals					Balance
	Allocation	1. Curriculum and Instruction	2. Targeted Supports & Interventions	3. Wellness	4. Family Engagement	
4900 Director of School Improvement Support 3010 ESSA: Title I, Part A, Basic Grants Low-Income and Neglected	\$313,904	\$32,075	\$173,627	\$68,916	\$39,286	\$0
7201 LCFF Supplemental Concentration 7-12 0000 Unrestricted	\$310,788	\$24,350	\$147,463	\$130,125	\$8,850	\$0
7250 English Learners Supplemental Program Services 7-12 0000 Unrestricted	\$36,611	\$19,611	\$0	\$0	\$17,000	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$661,303	\$76,036	\$321,090	\$199,041	\$65,136	

Fund Subtotals		Title I Centralized Services	
Subtotal of additional federal funds included for this school	\$313,904	Title I Foster Youth \$0	Title I Homeless \$0
Subtotal of state or local funds included for this school	\$347,399	Title I Centralized Services \$0	Title I Preschool \$0

